

Educational Facilities



GOAL FOR 2020

Provide state-of-the-art schools, colleges and community learning facilities to assure access to lifelong learning opportunities for all Californians.

“Schools should be places where creative configurations of space expand their use to encompass early learning and adult education; where learning occurs “after hours,” at night and on weekends; where school-to-school partnerships, links with businesses and collaboration with higher education are encouraged and supported. They should enable learners of all ages and serve as centers for lifelong learning.”

— “What If: New Schools, Better Neighborhoods, More Livable Communities”
Stephen Bingle, Metropolitan Forum Project, 1999

Today's Issues

In the dynamic global economy of the 21st century, California's greatest competitive advantage is our educated workforce. Lifelong learning, skills upgrading and training are essential. The quality of facilities, from classrooms to administrative space, directly impacts achievement; therefore our educational facilities must provide the best possible learning environment for students of all ages and their educators. We must also be mindful that appropriate child care facilities help provide the foundation for a solid education.

DEFERRED MAINTENANCE

California has an aging education infrastructure. Most facilities are more than 25 years old. Existing capacity and the quality of the learning environment in these facilities have been diminished by years of deferred maintenance and a failure to modernize.

CAPACITY DEMANDS

California's growing and diverse population and the need for lifelong learning have increased the demand for greater physical capacity at all levels of education. For example, higher education must be able to accommodate unparalleled enrollment growth over the next two decades. Additional capacity is necessary to meet the goal of increased access to opportunity, especially at the level of higher education. Important educational initiatives such as smaller class sizes and new technology requirements must also be accommodated.

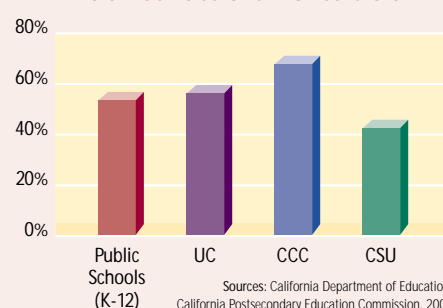
"California must make meaningful investments in educational facilities. School children, college students, and adult learners all need state-of-the-art facilities to be well-prepared to meet the challenges of the 21st century."

Kerry Mazzoni, Secretary
Office of the California
Secretary for Education

Some California Educational Facilities Facts:

- We need to build seven new classrooms per day for five years to keep pace with expected growth.
- According to the California Department of Education, K-12 facilities need \$19.06 billion in funding between 2000-2005, \$9.69 billion in new construction and \$9.2 billion in deferred maintenance and modernization.
- In 10 years, K-12 enrollment is expected to be 24% higher and higher education enrollment is expected to be 36% higher.
- About one in three California school children attends an overcrowded school or a school in need of modernization.
- One-fifth of California's population spends the day inside a school facility.
- The Los Angeles Unified School District will grow by over 100,000 students in the next 10 years. This will require them to build the equivalent of a school district larger than Long Beach Unified, the State's third largest district.

% of Facilities Over 25 Years Old

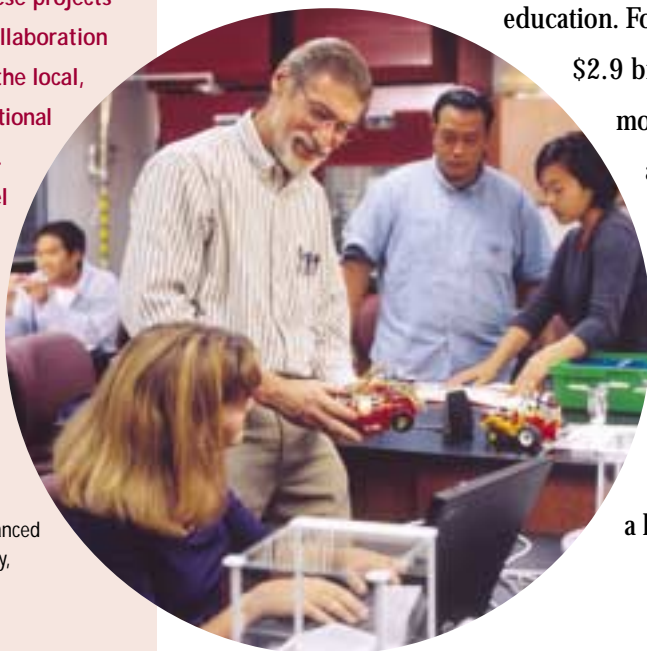


CASE STUDY

A New Learning Model: Center for Advanced Research and Technology (CART), Fresno, California

CART is a technology-based high school and a project of Fresno's two largest school districts, governed by school officials and business leaders. It was designed as a comprehensive model to transform secondary education. The 75,000 square foot state-of-the-art facility, designed as a high performance business atmosphere, is organized around four career clusters, including engineering and advanced communication. Within each cluster are several career-specific laboratories in which students complete industry-based projects for academic credit. These projects are completed in collaboration with partners from the local, national and international business community. This education model provides future opportunities for students in the expanding areas of high-tech business and agricultural firms.

Source: Center for Advanced Research and Technology, www.cart.org



*Center for Advanced Research
and Technology, Fresno, California*

PHOTO CREDIT: CENTER FOR ADVANCED RESEARCH AND TECHNOLOGY

NEW FACILITIES REQUIREMENTS

The learning paradigm is changing, rendering many existing facilities obsolete, regardless of physical condition. New facility requirements include the ability to create flexible space configurations, healthy and safer buildings, and smaller facilities that are integrated with the community. Innovative uses of educational facilities are needed to extend the learning environment and take better advantage of existing community resources. New facility



PHOTO CREDIT: QUATROCHI KWOK ARCHITECTS

Skyhawk Elementary School, Santa Rosa, California

requirements for K-12 and higher education also include the ability to use technology applications and to gain access to technological advances such as high-speed Internet connectivity. In addition, expansion of research facilities and residential housing for faculty and students on college campuses is needed to accommodate increased enrollments.

THE RESOURCES CHALLENGE

In 1998, California passed a \$9.2 billion school bond measure, the largest voter approved measure for education in U.S. history—\$6.7 billion for K-12 and \$2.5 billion for higher education. For K-12, the funding was allocated as follows:

\$2.9 billion for new construction, \$2.1 billion for modernization, \$1 billion for deferred maintenance and \$700 million for class size reduction.

As of April 2001, \$8 billion was invested in new schools and school improvements. \$1.2 billion in funds remain; however, it is estimated that the funding needs for K-12 and higher education facilities will exceed \$40 billion over the next eight years, leaving a large funding gap.

CASE STUDY

Public-Private Supported Charter Schools: Animo Leadership High School Lennox, California

The Animo Leadership High School opened in August 2000 to provide a rigorous college preparation curriculum to a diverse student body, including immigrant students, who often do not have college educated role models. Emphasis is placed on developing leadership skills and participation in community service. Students attend a longer school day and more days per calendar year to meet the demands of the curriculum. Governor Gray Davis presented the school with \$250,000 from the State's Charter School Revolving Loan Fund to launch the school. The school was founded by Steve Barr, activist-founder of "Rock-the-Vote," community residents, school district teachers and officials, and Loyola Marymount University educators. Classes are held on the University of West Los Angeles campus, laptops are provided to all students by Apple Computer, and transportation is provided by the Oscar de la Hoya Foundation and the school.

Source: Office of Governor Gray Davis

"The University of California's student enrollment is projected to grow by more than 40 percent in a little more than a decade. Fulfilling our commitments to California's youth—and playing our role in fostering the State's future economic success—requires that we invest now in the facilities needed to educate this extraordinary surge of students."

Richard C. Atkinson
Commissioner, President, University of California

Actions Taken

- \$9.2 billion in school bonds passed by voters is being invested.
- With the support of the Governor, the voters passed Proposition 39 in 2000, to lower the vote threshold for local school bonds from two-thirds to 55%.
- The Governor included \$180 million from the General Fund in his 2000-2001 budget for planning and initial construction of the new U.C. Merced campus.
- \$810 million was provided in 2000-2001 for education technology, including \$402 million for the Connecting California Schools program and \$200 million for education technology.
- In 2000-2001, the Legislature approved the Governor's proposal to provide \$75 million annually over four years to the University of California to launch three California Institutes for Science and Innovation at several U.C. campuses. In 2001-2002, the Legislature approved the Governor's proposal to add a fourth institute which would receive funding over the subsequent four years.



Century/LIFT (Learning Initiatives for Today) provides tutoring for 300 youth, grades 1-12, primarily in Century-financed affordable housing developments such as the Angelina Apartments in Los Angeles, California. Century/LIFT recruits tutors from local school districts, colleges and the community and involves parents in program activities.

PHOTO CREDIT: CENTURY HOUSING, CULVER CITY, CALIFORNIA

CASE STUDY

Community Centered Learning: Western Placer Unified Master Plan, Placer County, California

The Western Placer Unified School District's master plan, "Project Build," supports the District's instructional strategies within the context of the whole learning community. During the planning process, it was recognized that the natural environment could be used as a learning tool. A developer donated 170 acres of prime real estate, including a Native American archeological site. The developer also donated 2,000 Mandarin orange trees, which will eventually provide revenues of more than \$400,000 per year for the District. The project is managed through an innovative environmental studies curriculum, providing students environmental and ecological training in non-traditional surroundings. As a result of the "Project Build" planning process, the District now owns or has access to more than 5,000 acres of natural land for educational use. Additionally, the Western Placer Education Foundation was created.

Source: "What If: New Schools, Better Neighborhoods, More Livable Communities," Stephen Binger, Metropolitan Forum Project, 1999

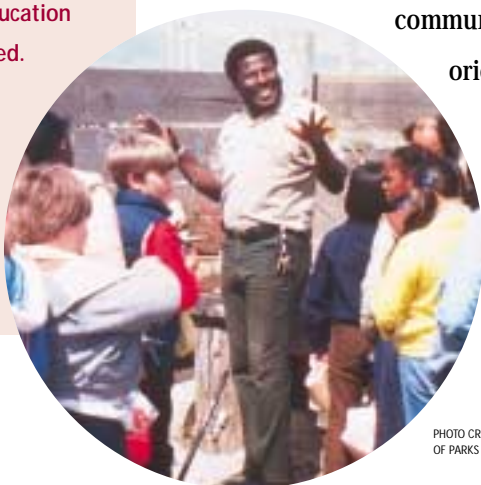


PHOTO CREDIT: CALIFORNIA DEPARTMENT OF PARKS AND RECREATION

Investing for California's Future

The Commission has identified the following priorities for meeting our educational facilities needs:

- *Joint uses with other community partners, such as community centers, public libraries or departments of parks and recreation*
- *Resource efficient buildings, to improve operational efficiencies and incorporate principles of sustainability into a healthy learning environment*
- *Efficient use of land and resources, with planning for educational facilities integrated with other community needs*
- *Schools as centers of community and communities as centers of learning*

Recommended Options

The following recommended options will help achieve our priorities:

FINANCING AND FISCAL POLICY

- Pass a new state sponsored K-12 and higher education facilities bond.
- Ensure that a priority for state funding is the improvement of existing educational facilities, many of which are located in communities of need.
- Employ alternative financing strategies such as lease and lease-purchase to supplement traditional sources of school funding.

IMPROVED PLANNING

- Develop state policy and guidelines for the development of schools as centers of communities, including techniques such as joint-use, transit-oriented development, land and resource efficiency, and community and business partnerships.

CASE STUDY

Revitalization and Joint Use: Village at Indian Hill, Pomona Unified School District, California

The District bought a 66-acre urban mall, with 750,000 square feet of space. In cooperation with the Los Angeles County Fair, Cal Poly/Pomona, Cisco, Apple and other partners, they designed a long-range plan for meeting the community's education challenge. The District issued Qualified Zone Academy Bonds, a federal bond package for school districts with improvement projects. The space was renovated to house two elementary schools, a technology development center and a professional development center.

Source: Coalition for Adequate School Housing (CASH)

- Require that facilities siting is consistent with local general plans and state safety requirements.
- Facilitate the adoption of new design models such as “green” site design and building techniques.
- Identify methods to increase the availability of faculty and student housing for higher education.

BARRIER REMOVAL

- Remove current regulatory barriers regarding physical standards that limit the joint use of facilities.
- Streamline school construction regulations to reduce review time and cost.

IMPROVED IMPLEMENTATION AND USE

- Aggressively reduce the maintenance backlog by setting annual maintenance goals and by using lifecycle maintenance programs for all facilities.
- Build new facilities and retrofit existing facilities to incorporate changing educational needs and new learning models, such as technology-assisted education and distance learning.
- Encourage full use of all existing and new facilities to maximize capacity, through year-round operations, joint-use facilities and after-hours programs.

“Over the long term, building for quality must be a critical focus. We need to construct high-quality facilities that will endure for future generations of students.”

Dr. Charles B. Reed, Chancellor
California State University



*Cisco Networking Academy at San Joaquin
Delta Community College, Stockton, California*